



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State accountability standards of Maine’s *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11341348
SAU: Portland Public Schools
School: Longfellow School-Portland

Contents of the Report

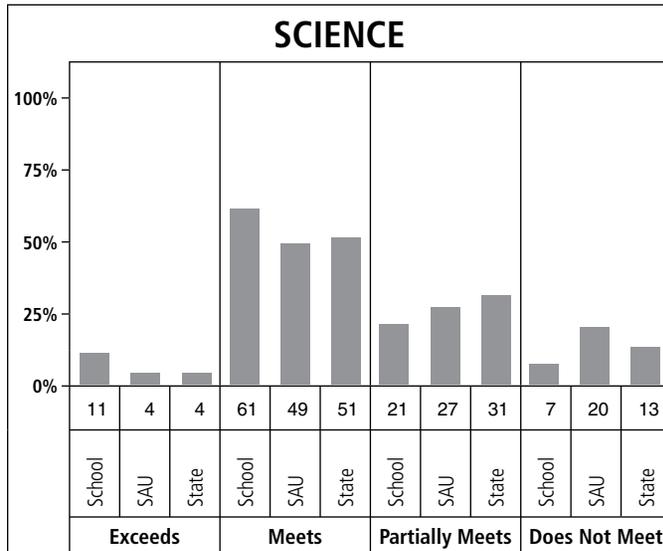
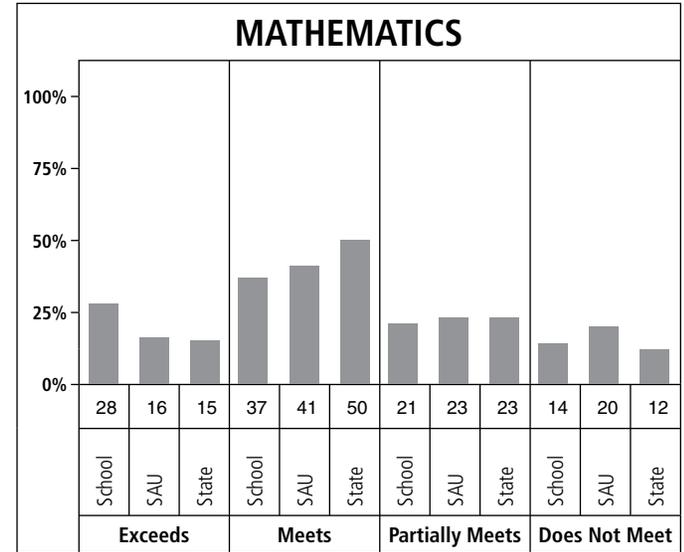
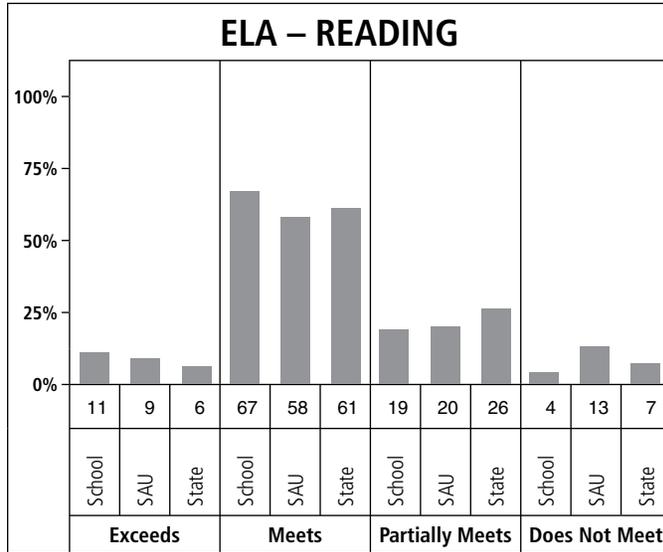
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: Portland Public Schools
 School: Longfellow School-Portland

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	552	544	544
2007–2008	549	543	545
2008–2009	550	546	546
Cum. Avg.*	551	544	545
Mathematics			
2006–2007	551	544	546
2007–2008	551	543	546
2008–2009	548	544	547
Cum. Avg.*	550	544	546
Science			
2008-2009**	548	542	543



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 5
 SAU: Portland Public Schools
 School: Longfellow School-Portland

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n	%	n	%	n	%	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	57	100	513	100	14212	100	57	100	503	98	14135	100	57	100	510	100	14144	100	57	100	504	98	14137	100
Ethnicity African American/Black	0	0	96	19	397	3	0	0	90	94	388	98	0	0	94	98	393	99	0	0	90	94	389	98
American Indian or Native Alaskan	0	0	1	0	110	1	0	0	1	100	110	100	0	0	1	100	110	100	0	0	1	100	110	100
Asian or Pacific Islander	5	9	58	11	259	2	5	100	55	95	253	98	5	100	58	100	258	100	5	100	57	98	257	99
Hispanic	2	4	21	4	175	1	2	100	21	100	172	99	2	100	21	100	172	99	2	100	21	100	173	99
Caucasian/White	50	88	337	66	13271	93	50	100	336	100	13212	100	50	100	336	100	13211	100	50	100	335	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	9	16	90	18	2479	17	9	100	90	100	2454	100	9	100	90	100	2455	100	9	100	89	99	2451	99
Current LEP	2	4	128	25	374	3	2	100	119	93	359	96	2	100	126	98	370	99	2	100	121	95	366	98
Economically disadvantaged	20	35	267	52	5848	41	20	100	260	98	5815	100	20	100	264	99	5819	100	20	100	261	98	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	51	89	365	71	10849	76	51	89	366	71	10872	76	51	89	366	71	10976	77
Identified disability (PET/IEP)	3	6	27	7	298	3	3	6	28	8	307	3	3	6	28	8	338	3
LEP	2	4	44	12	170	2	2	4	45	12	169	2	2	4	45	12	177	2
504 plan	0	0	2	1	123	1	0	0	2	1	121	1	0	0	2	1	126	1
Participation with accommodations	6	11	135	26	3122	22	6	11	141	27	3124	22	6	11	135	26	3019	21
Identified disability (PET/IEP)	6	100	60	44	1992	64	6	100	59	42	2000	64	6	100	58	43	1971	65
LEP	0	0	73	54	184	6	0	0	79	56	196	6	0	0	74	55	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	13	10	907	29	0	0	13	9	886	28	0	0	13	10	826	27
Participation through alternate assessment (PAAP)	0	0	3	1	164	1	0	0	3	1	148	1	0	0	3	1	142	1
Identified disability (PET/IEP)	0	0	3	100	164	100	0	0	3	100	148	100	0	0	3	100	142	100
LEP	0	0	2	67	5	3	0	0	2	67	5	3	0	0	2	67	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	0	19	0	0	0	1	0	19	0	0	0	1	0	20	0
Non-participation – other	0	0	9	2	58	0	0	0	2	0	49	0	0	0	8	2	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL								
		School		SAU		State				
		N	%	N	%	N	%			
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in English language arts – reading.										
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	20	28	47	9	702	5			
	2007-2008	1	2	19	4	659	5			
	2008-2009	6	11	44	9	836	6			
	Cum. Total*	27	15	110	7	2197	5			
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	38	53	265	53	7730	55			
	2007-2008	37	74	264	53	8195	58			
	2008-2009	38	67	291	58	8495	61			
	Cum. Total*	113	63	820	55	24420	58			
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	12	17	120	24	4182	30			
	2007-2008	11	22	137	27	3800	27			
	2008-2009	11	19	101	20	3667	26			
	Cum. Total*	34	19	358	24	11649	28			
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	2	3	66	13	1419	10			
	2007-2008	1	2	82	16	1362	10			
	2008-2009	2	4	64	13	973	7			
	Cum. Total*	5	3	212	14	3754	9			

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	33.0	68.8	30.6	63.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.4	68.3	15.0	62.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.6	69.2	15.7	65.4	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS (CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

REPORTING CATEGORIES	School										SAU						State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score	
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
All Students	57	11	6	11	38	67	11	19	2	4	550	500	9	58	20	13	546	13971	6	61	26	7	546
Ethnicity																							
African American/Black	0											88	1	36	23	40	537	381	2	44	31	23	540
American Indian or Native Alaskan	0											1					110	0	48	38	14	541	
Asian or Pacific Islander	5	20	1	20	2	40	2	40	0	0	548	55	5	40	29	25	541	252	11	58	21	11	547
Hispanic	2											21	5	33	52	10	542	166	4	54	32	10	543
Caucasian/White	50	10	5	10	35	70	8	16	2	4	550	335	12	68	16	4	550	13062	6	62	26	6	546
Not Reported	0											0					0						
Identified disability																							
Yes	9	0	0	0	1	11	6	67	2	22	534	87	1	33	36	30	537	2290	0	29	47	23	537
No	48	13	6	13	37	77	5	10	0	0	553	413	10	63	17	9	548	11681	7	67	22	4	548
Current LEP																							
Yes	2											117	1	30	31	38	536	354	1	35	34	30	538
No	55	11	6	11	38	69	9	16	2	4	550	383	11	67	17	5	549	13617	6	61	26	6	546
Economically disadvantaged																							
Yes	20	10	2	10	8	40	8	40	2	10	543	257	4	44	31	21	541	5716	2	51	35	12	542
No	37	11	4	11	30	81	3	8	0	0	553	243	14	73	9	4	552	8255	9	67	20	4	548
Migrant																							
Yes	0											0					8	0	38	25	38	538	
No	57	11	6	11	38	67	11	19	2	4	550	500	9	58	20	13	546	13963	6	61	26	7	546
Gender																							
Female	24	17	4	17	13	54	6	25	1	4	549	250	12	54	23	11	547	6882	8	62	24	6	547
Male	33	6	2	6	25	76	5	15	1	3	550	250	6	62	17	15	545	7089	4	60	28	8	545
Not Reported	0											0					0						
Title 1A targeted program																							
Yes	4											219	5	48	26	21	541	1914	1	41	44	14	540
No	53	11	6	11	37	70	8	15	2	4	550	281	12	66	16	6	550	12057	7	64	23	6	547
Gifted/talented program																							
Yes	1											11	45	55	0	0	562	450	26	72	2	0	557
No	56	11	6	11	37	66	11	20	2	4	550	489	8	58	21	13	546	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	4	0	0	1	50	1	50	0	0	539	3	0	31	38	31	536	4	2	40	34	24	540	
B. less than one hour	77	5	11	31	70	7	16	1	2	551	70	8	62	19	11	547	70	6	63	26	6	546	
C. one to two hours	19	1	9	6	55	3	27	1	9	546	26	13	54	22	11	547	24	7	61	26	6	546	
D. more than two hours	0										2	0	30	10	60	534	2	4	42	33	21	541	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	16	1	11	5	56	3	33	0	0	547	42	13	60	17	11	548	36	10	67	18	5	549	
B. good	64	5	14	25	69	4	11	2	6	552	43	7	62	21	10	547	47	5	62	27	6	546	
C. fair	20	0	0	7	64	4	36	0	0	545	13	5	42	30	23	540	15	2	47	40	12	541	
D. poor	0										1	0	33	17	50	536	2	0	30	46	24	537	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	63	4	11	27	75	4	11	1	3	552	31	13	62	15	11	549	31	9	65	20	5	548	
B. They match some of what I have learned.	28	2	13	10	63	4	25	0	0	548	52	9	62	19	10	547	55	5	63	27	5	546	
C. They match just a little of what I have learned.	4	0	0	1	50	1	50	0	0	538	12	0	44	34	21	539	10	3	45	38	14	542	
D. There is no match.	5	0	0	0	0	2	67	1	33	533	5	0	35	35	30	538	3	1	31	41	27	537	
How difficult was the reading part of this test?																							
A. more difficult than my regular schoolwork	14	0	0	5	63	3	38	0	0	546	17	4	33	28	35	538	16	3	49	32	15	542	
B. about the same as my regular schoolwork	70	5	13	31	78	3	8	1	3	552	65	10	66	18	6	548	64	7	63	25	5	547	
C. easier than my regular schoolwork	16	1	11	2	22	5	56	1	11	544	18	9	56	21	13	546	20	5	62	26	7	546	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	7	0	0	2	50	2	50	0	0	539	13	0	24	35	41	534	10	1	33	42	24	538	
B. Most of the passages were about the same as what I normally read.	56	3	10	20	65	7	23	1	3	548	47	7	59	24	10	546	52	4	61	29	6	545	
C. Most of the passages were easier than what I normally read.	36	3	15	15	75	1	5	1	5	555	39	14	68	11	7	551	38	10	68	18	4	549	
How much time do you spend reading at home each day?																							
A. more than one hour	14	2	25	4	50	2	25	0	0	553	20	6	65	22	7	547	20	10	64	21	5	548	
B. 20 minutes to an hour	68	3	8	29	74	6	15	1	3	550	63	12	61	17	10	548	56	7	65	24	5	547	
C. less than 20 minutes	12	1	14	4	57	1	14	1	14	549	8	5	44	18	33	539	10	3	52	33	12	543	
D. I rarely read at home.	5	0	0	1	33	2	67	0	0	537	9	0	38	38	24	539	14	1	46	38	14	541	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	38	3	14	14	67	4	19	0	0	551	25	6	56	24	14	545	25	3	53	33	11	543	
B. six to ten pages	13	0	0	5	71	1	14	1	14	547	23	8	55	21	16	545	26	6	61	26	7	546	
C. eleven or more pages	49	2	7	19	70	5	19	1	4	549	52	11	62	18	10	548	49	8	65	23	5	547	
Optional school/SAU question																							
A.	0										23	0	43	29	29	540							
B.	0										57	12	59	18	12	549							
C.	0										17	0	20	40	40	536							
D.	0										3	0	100	0	0	546							

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number



MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in mathematics.									
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	15	21	67	13	1711	12		
	2007-2008	11	22	47	9	1617	12		
	2008-2009	16	28	80	16	2119	15		
	Cum. Total*	42	23	194	13	5447	13		
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	37	51	221	44	6778	48		
	2007-2008	30	60	236	47	7284	52		
	2008-2009	21	37	209	41	7046	50		
	Cum. Total*	88	49	666	44	21108	50		
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	14	19	130	26	3884	28		
	2007-2008	6	12	128	25	3341	24		
	2008-2009	12	21	118	23	3193	23		
	Cum. Total*	32	18	376	25	10418	25		
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	8	82	16	1683	12		
	2007-2008	3	6	95	19	1778	13		
	2008-2009	8	14	100	20	1638	12		
	Cum. Total*	17	9	277	18	5099	12		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.6	55.4	24.2	50.4	25.5	53.1
A. Number	18	38	10.1	56.1	8.9	49.4	9.8	54.4
B. Data	10	21	5.5	55.0	5.0	50.0	5.2	52.0
C. Geometry	10	21	4.8	48.0	4.8	48.0	4.7	47.0
D. Algebra	10	21	6.1	61.0	5.5	55.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS (CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	57	16	28	21	37	12	21	8	14	548	507	16	41	23	20	544	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0									548	92	3	23	28	46	531	385	6	35	28	30	537
American Indian or Native Alaskan	0									544	1					541	110	5	42	34	20	540
Asian or Pacific Islander	5	0	0	3	60	2	40	0	0	544	58	5	45	29	21	541	257	19	50	20	12	548
Hispanic	2									549	21	5	24	48	24	536	166	9	43	31	17	543
Caucasian/White	50	16	32	18	36	9	18	7	14	549	335	22	47	19	12	549	13078	15	51	23	11	547
Not Reported	0									549	0					549	0					547
Identified disability																						
Yes	9	0	0	0	0	3	33	6	67	519	87	1	29	25	45	531	2307	3	32	32	33	536
No	48	16	33	21	44	9	19	2	4	553	420	19	44	23	15	547	11689	17	54	21	8	549
Current LEP																						
Yes	2									548	124	2	29	32	37	533	365	5	33	30	32	536
No	55	16	29	20	36	11	20	8	15	548	383	20	45	20	14	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	20	2	10	8	40	5	25	5	25	539	261	7	35	28	31	537	5731	7	46	29	18	542
No	37	14	38	13	35	7	19	3	8	552	246	26	48	19	8	551	8265	21	53	19	7	550
Migrant																						
Yes	0									548	0					544	8	0	38	50	13	540
No	57	16	28	21	37	12	21	8	14	548	507	16	41	23	20	544	13988	15	50	23	12	547
Gender																						
Female	24	7	29	9	38	3	13	5	21	547	253	15	42	24	20	543	6889	14	51	23	12	546
Male	33	9	27	12	36	9	27	3	9	548	254	17	41	23	20	545	7107	16	50	23	11	547
Not Reported	0									548	0					545	0					547
Title 1A targeted program																						
Yes	4									548	223	8	34	29	30	538	1918	3	39	36	22	539
No	53	16	30	20	38	9	17	8	15	548	284	22	47	19	12	549	12078	17	52	21	10	548
Gifted/talented program																						
Yes	1									547	11	82	18	0	0	571	450	64	34	2	0	564
No	56	15	27	21	38	12	21	8	14	547	496	14	42	24	20	543	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Portland Public Schools
 School: Longfellow School-Portland

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%		%	%	%	%	%	%	%	%	%			
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	50	1	50	525	3	0	54	23	23	537	4	8	38	26	28	539
B. less than one hour	77	15	34	18	41	7	16	4	9	552	70	17	43	23	17	545	70	15	52	23	10	547
C. one to two hours	19	1	9	3	27	4	36	3	27	536	25	16	37	27	20	544	24	15	51	23	11	547
D. more than two hours	0										2	0	60	0	40	535	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	9	60	4	27	2	13	0	0	560	30	28	45	16	11	551	34	28	50	14	8	552
B. good	50	7	25	10	36	7	25	4	14	547	50	14	40	26	19	544	45	11	54	24	10	546
C. fair	20	0	0	7	64	2	18	2	18	538	18	3	38	31	27	537	18	3	45	33	19	540
D. poor	4	0	0	0	0	1	50	1	50	528	2	0	67	11	22	544	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	53	14	47	10	33	4	13	2	7	555	35	24	49	17	10	550	38	22	52	19	7	550
B. They match some of what I have learned.	35	2	10	11	55	6	30	1	5	547	50	13	43	28	16	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	7	0	0	0	0	2	50	2	50	530	11	7	28	26	39	536	11	6	40	30	24	540
D. There is no match.	5	0	0	0	0	0	0	3	100	508	4	5	10	20	65	523	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	16	1	11	2	22	2	22	4	44	529	20	4	31	32	33	536	17	7	42	30	21	540
B. about the same as my regular schoolwork	63	13	36	14	39	6	17	3	8	552	61	19	45	22	14	547	64	15	53	23	10	547
C. easier than my regular schoolwork	21	2	17	5	42	4	33	1	8	548	18	21	47	18	14	548	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	33	1	33	1	33	536	7	12	38	21	29	540	7	6	39	27	27	539
B. 30–45 minutes	28	2	13	8	50	3	19	3	19	544	31	9	39	29	23	541	28	9	49	28	15	544
C. 45–60 minutes	58	13	39	11	33	6	18	3	9	552	49	19	46	21	14	547	41	17	53	21	9	548
D. more than 60 minutes	9	1	20	1	20	2	40	1	20	541	13	23	39	20	17	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	9	1	20	2	40	1	20	1	20	539	4	9	36	18	36	533	6	14	43	24	20	543
B. two or three days a week	30	3	18	7	41	6	35	1	6	548	20	9	36	36	18	541	24	17	52	21	10	548
C. two or three times each month	45	11	44	8	32	4	16	2	8	555	31	18	39	24	18	546	33	17	52	21	9	548
D. never or almost never	16	1	11	3	33	1	11	4	44	532	45	18	47	18	17	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	12	2	29	1	14	2	29	2	29	538	17	6	29	31	34	535	23	13	47	26	15	545
B. two or three days a week	39	6	27	6	27	8	36	2	9	549	27	14	42	27	17	544	31	17	52	21	10	548
C. two or three times each month	40	8	35	12	52	2	9	1	4	554	36	24	44	23	9	550	27	17	52	21	10	548
D. never or almost never	9	0	0	2	40	0	0	3	60	526	21	14	49	15	23	544	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										23	0	71	14	14	543						
B.	0										57	29	24	35	12	548						
C.	0										17	0	0	40	60	525						
D.	0										3	0	100	0	0	544						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number



SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL								
		School		SAU		State				
		N	%	N	%	N	%			
<p>The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in science.</p>										
<p>Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)</p>		2008-2009*	6	11	22	4	626	4		
<p>Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)</p>		2008-2009*	35	61	244	49	7187	51		
<p>Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)</p>		2008-2009*	12	21	137	27	4364	31		
<p>Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)</p>		2008-2009*	4	7	98	20	1818	13		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	32.0	66.7	28.4	59.2	29.2	60.8
D. The Physical Setting	24	50	14.0	58.3	12.4	51.7	12.9	53.8
E. The Living Environment	24	50	18.0	75.0	16.0	66.7	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

- Content Standard D. The Physical Setting
- D1 - Universe and Solar System
 - D2 - Earth
 - D3 - Matter and Energy
 - D4 - Force and Motion

- Content Standard E. The Living Environment
- E1 - Biodiversity
 - E2 - Ecosystems
 - E3 - Cells
 - E4 - Heredity and Reproduction
 - E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.



SCIENCE RESULTS (CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Portland Public Schools
School: Longfellow School-Portland

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	57	6	11	35	61	12	21	4	7	548	501	4	49	27	20	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										88	0	20	30	50	531	382	2	31	32	35	535
American Indian or Native Alaskan	0										1						110	3	36	35	26	538
Asian or Pacific Islander	5	0	0	4	80	1	20	0	0	544	57	0	35	33	32	535	256	5	51	27	17	542
Hispanic	2										21	0	14	48	38	533	167	1	40	37	22	539
Caucasian/White	50	6	12	31	62	10	20	3	6	549	334	7	60	25	8	547	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	4	44	2	22	535	86	0	29	35	36	534	2309	2	29	39	29	536
No	48	6	13	32	67	8	17	2	4	551	415	5	53	26	16	544	11686	5	56	30	10	545
Current LEP																						
Yes	2										119	0	18	32	50	531	361	1	23	32	44	533
No	55	6	11	34	62	11	20	4	7	548	382	6	58	26	10	545	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	20	1	5	10	50	8	40	1	5	543	258	2	32	35	31	536	5729	2	42	37	20	539
No	37	5	14	25	68	4	11	3	8	551	243	7	67	19	7	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	57	6	11	35	61	12	21	4	7	548	501	4	49	27	20	542	13987	4	51	31	13	543
Gender																						
Female	24	4	17	13	54	4	17	3	13	548	250	5	48	27	20	542	6886	4	49	33	14	542
Male	33	2	6	22	67	8	24	1	3	548	251	4	50	27	19	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										221	2	36	32	30	537	1917	1	31	41	28	536
No	53	6	11	32	60	11	21	4	8	548	280	6	59	24	11	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	1										11	27	64	9	0	558	450	25	72	2	1	557
No	56	5	9	35	63	12	21	4	7	548	490	4	48	28	20	542	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Portland Public Schools
 School: Longfellow School-Portland

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%		
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	539	3	0	23	54	23	535	4	2	37	35	25	538
B. less than one hour	77	5	11	30	68	6	14	3	7	550	70	4	51	27	19	542	70	4	53	31	12	544
C. one to two hours	19	1	9	4	36	5	45	1	9	542	25	7	48	26	19	543	24	5	51	31	12	544
D. more than two hours	0										2	0	20	20	60	526	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	35	2	10	12	60	5	25	1	5	548	23	6	50	23	21	543	26	7	56	26	11	545
B. good	49	4	14	19	68	3	11	2	7	550	57	4	52	27	17	543	53	4	53	31	11	544
C. fair	14	0	0	3	38	4	50	1	13	541	19	4	38	34	24	539	18	2	41	39	17	540
D. poor	2	0	0	1	100	0	0	0	0	544	1	0	60	0	40	537	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	56	4	13	24	75	4	13	0	0	552	21	6	59	22	13	545	23	5	56	28	11	544
B. They match some of what I have learned.	37	2	10	11	52	5	24	3	14	545	49	4	49	26	21	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	4	0	0	0	0	2	100	0	0	540	24	5	44	29	22	541	23	4	49	33	14	543
D. There is no match.	4	0	0	0	0	1	50	1	50	530	6	3	35	42	19	539	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	2	40	1	20	2	40	534	28	7	36	30	27	540	23	5	48	31	16	543
B. about the same as my regular schoolwork	79	5	11	27	61	10	23	2	5	549	59	3	53	26	18	542	58	4	52	32	12	543
C. easier than my regular schoolwork	13	1	14	5	71	1	14	0	0	552	13	6	58	27	9	546	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	5	0	0	1	33	0	0	2	67	533	11	0	41	26	33	538	33	5	51	31	14	543
B. a few times a week	89	6	12	32	63	11	22	2	4	549	63	6	50	29	15	543	45	4	52	32	11	544
C. once a week	2	0	0	1	100	0	0	0	0	548	9	4	52	20	24	542	8	4	50	30	16	542
D. a few times a month	4	0	0	1	50	1	50	0	0	546	17	2	49	24	24	541	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	35	2	10	10	50	5	25	3	15	545	37	3	48	31	18	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	19	1	9	6	55	3	27	1	9	545	22	2	43	29	27	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	39	3	14	15	68	4	18	0	0	553	22	9	56	21	14	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	7	0	0	4	100	0	0	0	0	550	18	6	52	27	16	543	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	59	1	3	21	64	8	24	3	9	544	40	3	46	29	22	540	47	4	51	32	12	543
B. a few times a month	30	4	24	11	65	2	12	0	0	556	30	7	51	25	17	544	27	5	54	30	11	544
C. once a month	7	0	0	2	50	2	50	0	0	544	12	7	51	29	14	544	10	5	49	30	15	543
D. never or almost never	4	1	50	0	0	0	0	1	50	546	17	2	49	26	22	541	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	54	1	3	20	67	7	23	2	7	546	37	3	51	23	22	541	46	4	52	32	12	543
B. a few times a month	32	3	17	12	67	3	17	0	0	552	32	6	47	29	18	543	28	5	53	30	12	544
C. once a month	7	0	0	2	50	1	25	1	25	544	11	6	54	27	13	544	11	4	47	34	15	542
D. never or almost never	7	2	50	1	25	0	0	1	25	555	20	4	46	30	20	542	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										23	0	43	14	43	535						
B.	0										57	0	65	18	18	542						
C.	0										17	0	0	40	60	524						
D.	0										3	0	100	0	0	550						

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 N = Number